

INSTRUCTIONS/RECOMMENDATIONS FOR TEACHERS

The **Making communication fun** workshop/section consists of 1 part/session. The *Saving My Territory* Guide explains the contents of each workshop/section in detail, and contains recommendations for classroom work.

This part/session is accompanied by 2 presentations:

1) **Presentation-guide: *Making communication fun for teachers***, with the instructions and recommendations required to teach each part/session in the classroom. The presentations include audiovisual content, discussion activities and other dynamics and challenges for working on the content presented. A timeframe to organise the session is provided, but teachers should adjust the time spent on each activity or audiovisual material at their discretion: as progress is made in the classroom, depending on the students' needs, or if they prefer to review some contents rather than others. There are also slides with characters providing a common theme, and suggesting the final task in each session.

2) **Presentation for students** to provide them with the key ideas in each part. The content of this presentation is taken from the teacher's presentation-guide.

The instructions and recommendations for teachers are shown in PURPLE text, like the text used here, so that they can be clearly identified as supplementary text. The activity slides have a grey background.

We hope you find the content interesting and useful.

Saving my territory

Making communication fun

Begoña Ivars Nicolás
bivars@umh.es

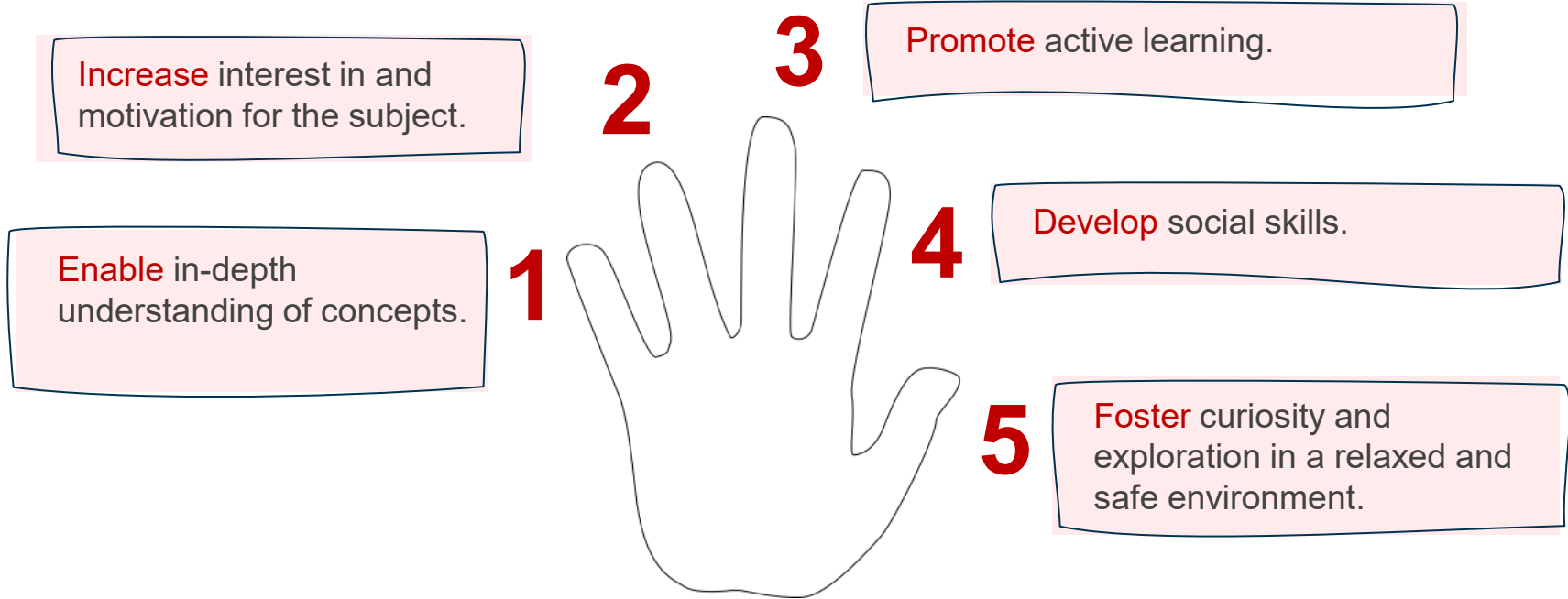


INSTITUT INTERUNIVERSITARI
LÓPEZ PIÑERO - SEU UMH



Making communication fun

Objectives



Making communication fun

Summary

1. Making communication fun

1.1. How to make communication entertaining and meaningful

1.1.1. Formats

1.2. What a game is

1.2.1. Game-Based Learning - GBL

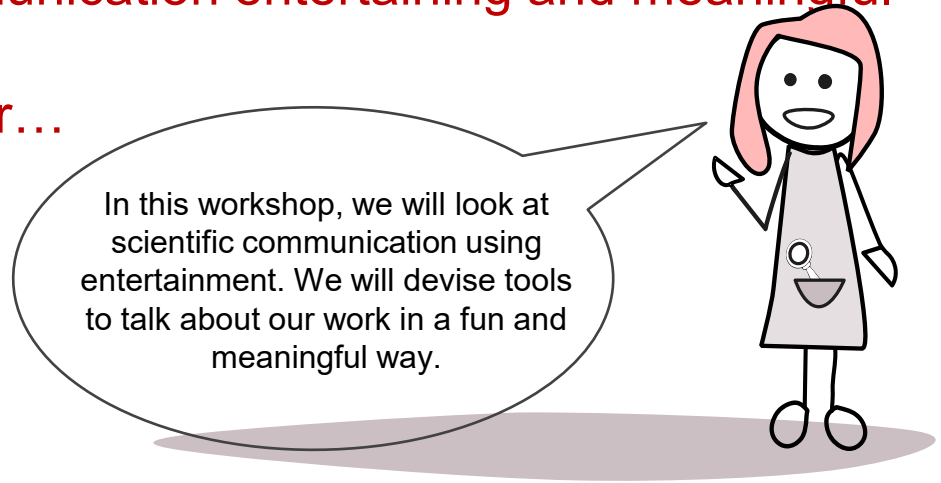
1.2.1. Things that make up a game:

1.3. Things to remember...

Making communication fun

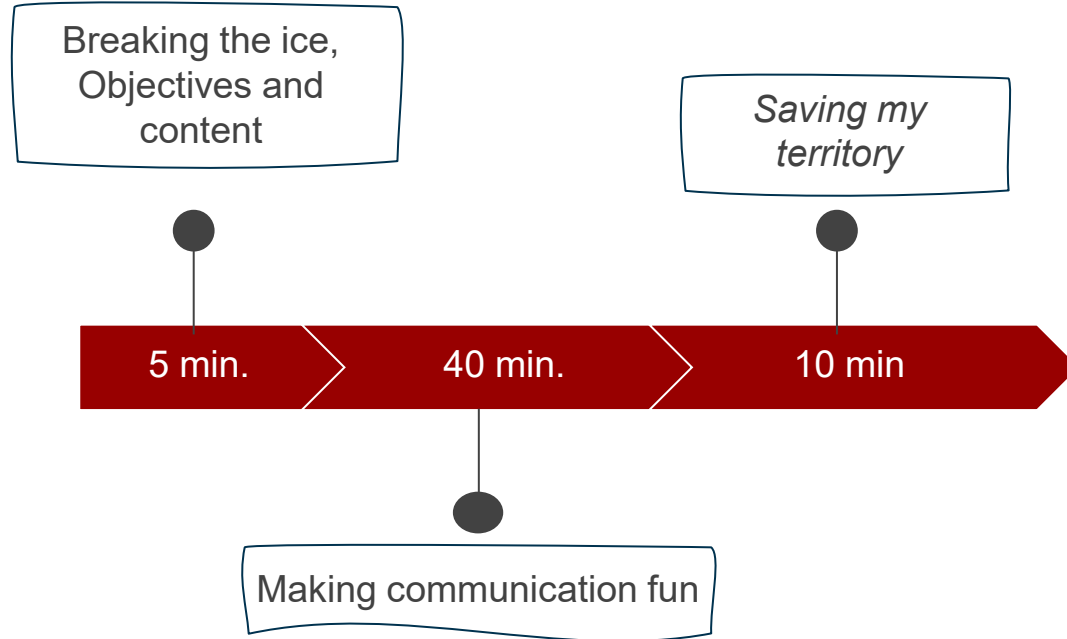
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- 1.1. How to make communication entertaining and meaningful
- 1.2. What a game is
- 1.3. Things to remember...



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Timeframe



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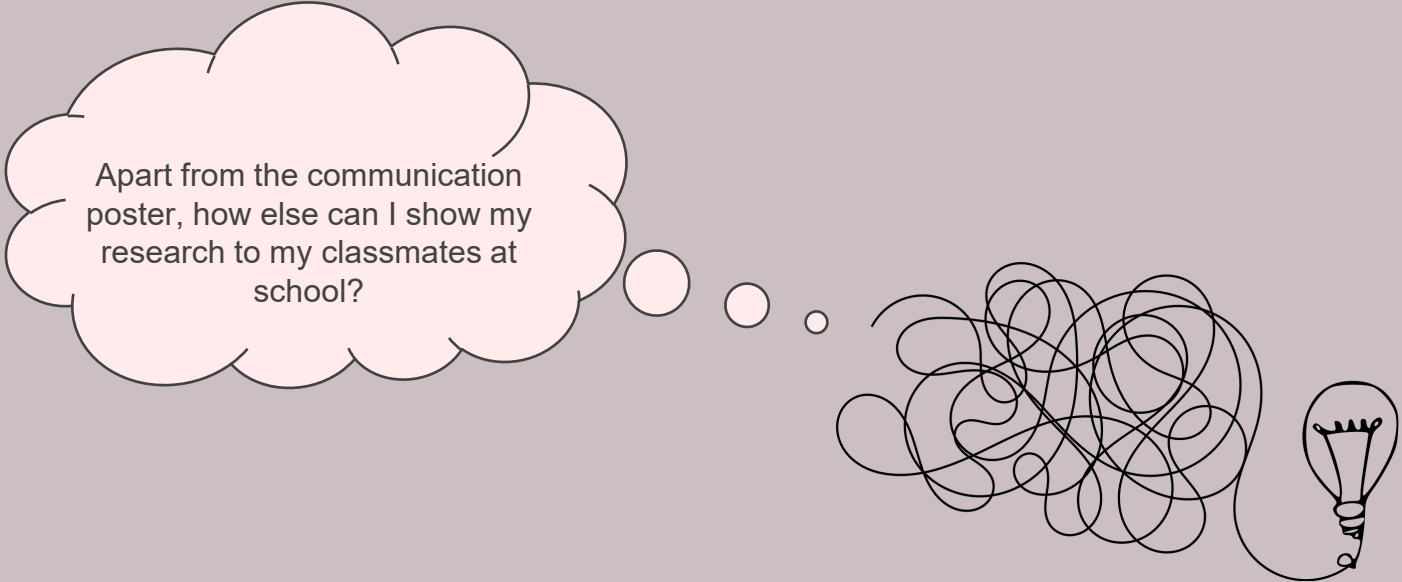
1.1. How to make communication entertaining and meaningful

The next slide poses a series of questions to foster reflection and discussion in the classroom, and to act as an introduction to the contents that will be covered afterwards.

Set aside 5-10 minutes to find out more about the students' prior knowledge and how they interact and participate.

Making communication fun

Have you ever wondered...



Apart from the communication poster, how else can I show my research to my classmates at school?

Making communication fun

1. How to make communication entertaining and meaningful

How can I...

Show ordinary
people



the results of my
research

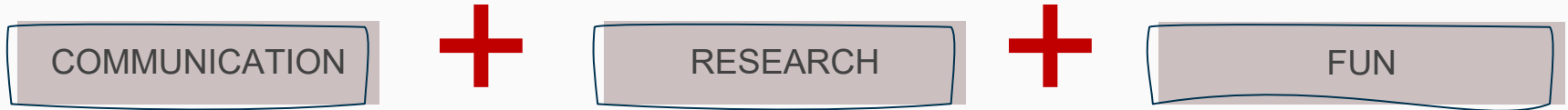


in a fun and meaningful
way?

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1. How to make communication entertaining and meaningful

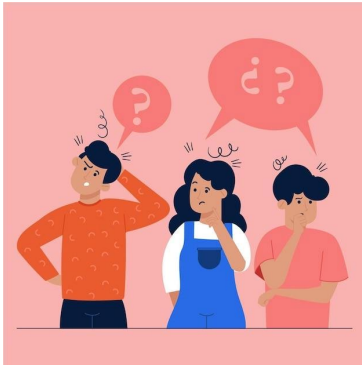
How can I...



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1. How to make communication entertaining and meaningful

How can I...



Making communication fun

1. How to make communication entertaining and meaningful

Play
Storytelling
Puppets

TikTok
360° Videos

Video games
Serious games

Escape Room
Break Out
Treasure Hunt

Interactive exhibition

Board game
Floor game

Making communication fun

1. How to make communication entertaining and meaningful

In *Saving my territory*, we suggest the following actions and formats that combine entertainment and culture in order to:

- Enable a more in-depth understanding of concepts.
- Increase interest in and motivation for the subject.
- Promote active learning through active participation and critical thinking.
- Develop social skills by fostering teamwork, communication and collaboration.
- Foster curiosity and exploration in a relaxed and safe environment.

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1. How to make communication entertaining and meaningful

Action 1. 360° video (female models)

En la piel de... [In ...'s shoes] are reports on female models with links to science and related to the project, used to formally present the environment and that the actions they carry out enhance the message. The objective is to highlight gender inequality in science. Virtual reality goggles will be used as a device to do this, seeking a greater sense of being on the spot, experiencing what is happening, connecting more deeply with the main characters and their stories, and fostering awareness and engagement with perspective. It also seeks to educate the target audience in the use of this immersive format that is increasingly present in homes in audiovisual entertainment.

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1. How to make communication entertaining and meaningful

Action 2. Series of podcasts (humorous and informative)

A series of short podcasts in interview format, in which students from the schools interview members of the research team about the project. The interview will take the form of a series of questions with answers which reveal the project's objectives and results, but at the same time, in a humorous tone, will reveal the hidden aspects and difficulties and how they were resolved, what the participants liked most and least, etc. A human view of the process will be provided, in which although they are students with high abilities, they also face difficulties and they explain to us how they overcame them.

The UMH provides the project with the Radio UMH team on its Alicante and Sant Joan campuses.

Making communication fun

1. How to make communication entertaining and meaningful

Action 3. Play (with humour and communication)

How to make a poster for a science fair. The plot focuses on a group of students who have to make the poster of their research project because they have to present it their school's science fair the next day. This plot focuses on the dialogues by providing different points of view (the more scientific character, the one who is more interested in artistic topics, the environmental advocate, the one who says that he doesn't want is anything to do with any of it, etc.)



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1. How to make communication entertaining and meaningful

Action 3. Play (with humour and communication)

Various characters with approaches which contemporary students can identify with (and thinking in terms of interdisciplinarity). The dialogues will focus on and invite critical reflection on the pros and cons/myths of the subject of the research, "concluding" with its well-argued benefits for an audience of a similar age to the characters. The various stages of a research project and their importance will also become clear during the play. A large movable medium (whiteboard) simulating the poster is used, and the different parts of the poster can be added and removed with Velcro or magnets during the play. The result, printed on a sheet of paper, will be distributed to the audience at the end of the play, and will also be available on the project's website via a QR code.

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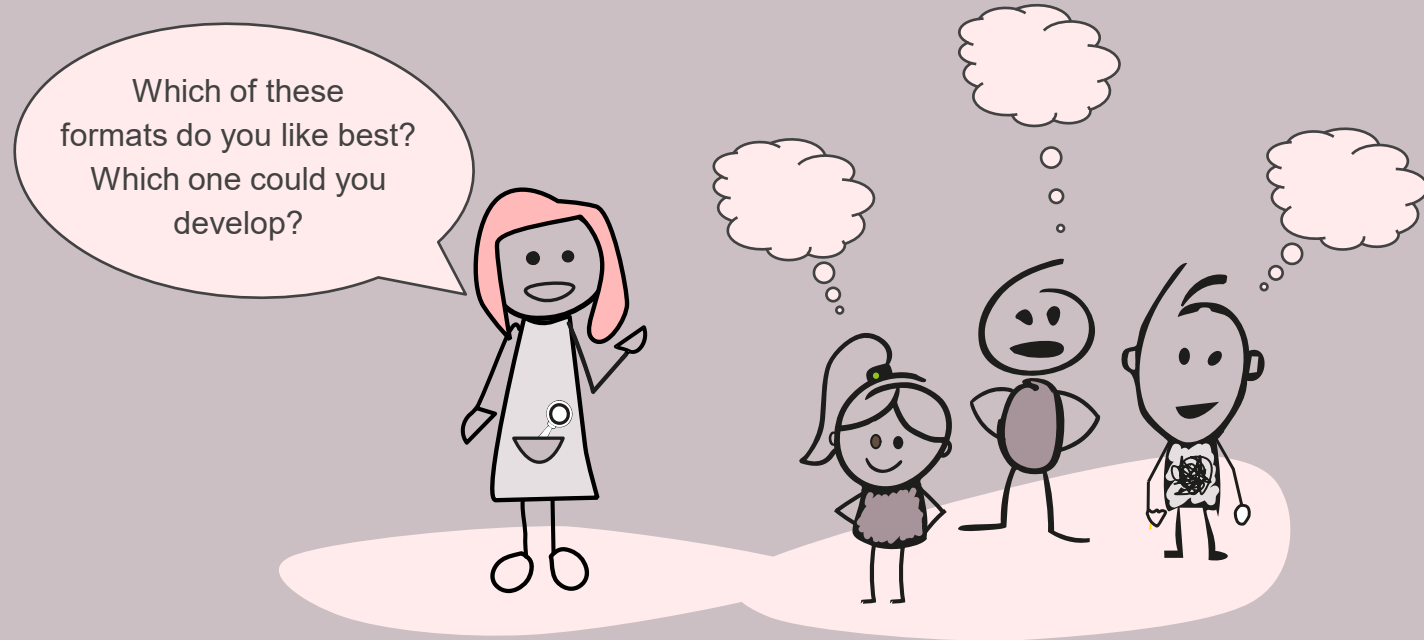
1. How to make communication entertaining and meaningful

Action 4. Floor game

Feet in science. This is a giant board in which the pieces are the players, who have to solve challenges until they reach the final square. The challenges focus on issues related to their research project: results, myths, methods, etc. Teamwork is encouraged in the theoretical and physical tests. The whole class plays, or a large group if the game is played at events, and each player has a role (they have to play a role and create their own character). The game's rules and strategy will be flexible, and each research team can make them up based on their needs.

Making communication fun

1. How to make communication entertaining and meaningful



Making communication fun

2. What a game is

A game is a system in which players engage in an abstract challenge, defined by rules, interactivity and feedback that results in a quantifiable outcome often eliciting an **emotional reaction**" (Kapp, 2012, 7).

A game is inherently fun and motivating:

- **Fun:** creates enjoyment and satisfaction. We are immersed in a **different world**, where we can **relax and have fun**. And it fosters **imagination and creativity**.
- **Motivation:** challenges that motivate us **to push ourselves and achievements** that are highly **rewarding**.
- **Meaningful learning:** learning by **doing and experimenting**, in an active way.

Making communication fun

2. What a game is

Game Based Learning (GBL)

GBL consists of using games in order to learn through them. The game becomes the vehicle for carrying out a learning process or to work on a specific concept. A game is designed specifically for educational purposes.

Immersive experience.

- Serious Games
- Educational Escape Rooms
- Educational Breakouts

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2. What a game is

Things that make up a game

Hunicke, Leblanc and Zubek (2004) define three different types of components:

- Mechanics
- Dynamics
- Aesthetics



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2. What a game is

Things that make up a game: **Mechanical actions:**

These are the actions, behaviours and control mechanisms offered to the player in a game context. In other words, they are the **basic rules** of the game that **determine how the game is played**. These rules must be **accepted and followed** by all the players.

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2. What a game is

Things that make up a game: **Mechanical actions:**

Common game mechanics:

- The points earned by performing a specific action.
- The levels which the game is divided into.
- The moves a player is allowed to make and the possible combination of actions.
- The tokens earned for meeting a challenge.
- The challenges themselves.

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2. What a game is

Things that make up a game: **Dynamic actions:**

These define how the player behaves during the game. What they can do based on what the game mechanics allow them to do.

The game designer decides on the mechanics, and the dynamics depend on who plays the game.

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2. What a game is

Things that make up a game: **Dynamic actions:**

Common dynamics in games:

- Choosing between moving along one path or another.
- Spending coins earned to obtain various objects.
- Discovering hidden corners, or only travelling along the main path.
- Moving one counter or another.
- Creating groups.
- Collaborating.
- Competing.

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2. What a game is

Things that make up a game: **Dynamic actions:**

The narrative provides continuity and meaning for the content worked on. The idea is to tell a story which the participants immerse themselves in, and where they perform their actions to achieve the final objective. **Build a story that transports the player from the real world to the game space.**

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2. What a game is

Things that make up a game: **Dynamic actions:**

The **positive emotions created by games:**

- Curiosity: to see what happens in the game.
- Creativity: to put more than two thumbs together.
- Surprise: nobody had ever thought of a thumb wrestling match with more than two thumbs.
- Relief: the game was a break from the routine, the players had an opportunity to get up from their seats.
- Happiness: everybody laughed and had a good time.
- Excitement: when starting to play, and perhaps at having won a game.
- Satisfaction: everyone enjoyed playing.

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2. What a game is

Things that make up a game: **The aesthetic:**

It refers to the graphics, the music, the setting, the story told in the game. It is **everything that the player experiences**, and which makes them engage with the game or on the contrary, not feel any attraction to it. These are all the stimuli that clearly affect the player. You have to know your audience to guarantee success.

Some aspects of the aesthetic are:

- feelings, imagination, the narrative, the challenge, community, discovery and expression.

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3. Things to remember...

Diversity:

All the players are not the same, and they do not share the same interests. The diversity of the players' knowledge, skills, and attitudes must be taken into account.

Anxiety or boredom:

Avoid anxiety, which happens when the activity involves a challenge beyond the participants' capabilities.

Avoid boredom, i.e., when the participants' capabilities make the challenge too easy.

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Saving my territory... Design your communication action

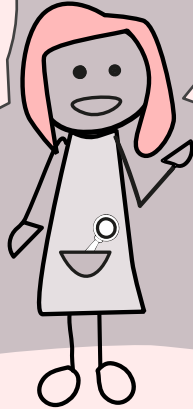
The next slide presents the final task, which consists of devising and developing a fun communication action.

After the contents of the previous slides and the opinions given in previous discussions, you can spend the last 10 minutes discussing which activity or format each team member finds most interesting, and bringing the group towards a final decision. Remember that some formats are suitable for introverted students or people who have difficulty facing an audience. A format that the entire team is comfortable with must be agreed upon.

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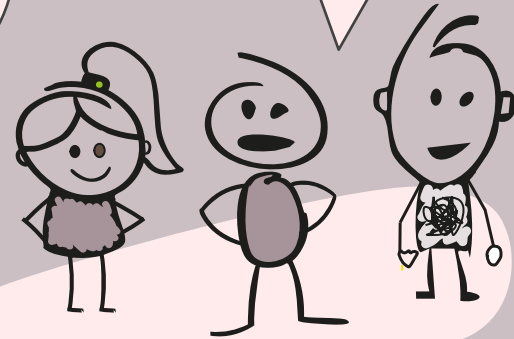
Saving my territory... Design your communication action

In addition to the communication poster, perhaps it would be a good idea to suggest another way to communicate the results of the research.



Think of an entertaining format that will attract your audience's attention. Which one would you like to experiment with?

Let's see... an escape room, floor game, a play... We have a lot of interesting options!



Making communication fun

References

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Kapp, K. M. (2012). *The Gamification of Learning and Instruction. Game-Based methods and strategies for training and education* (1st ed.). San Francisco: Pfeiffer.

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Thank you

Begoña Ivars Nicolás

bivars@umh.es



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